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ABSTRACT

In addition to traditional study skills, the Master Student (MS) course at Harrisburg Area Community College (HACC), in Pennsylvania, includes subjects related to career decision making, human development, and psychology. A study was conducted to track the academic achievement, including grades, number of semesters enrolled, and total credits carried and earned, for the 115 students who took the initial MS course in fall 1992. Study findings included the following: (1) 59.1% of the group were males and 22.7% were minorities, both higher than in the general student population; (2) the initial MS group had a mean cumulative grade point average (GPA) of 2.21 at the end of summer 1993, compared to a college-wide GPA of 2.64; (3) while students performed well during the MS course semester, earning a GPA of 2.56, the mean GPA for courses taken the subsequent semester was 2.05; (4) overall, MS students completed an average of 3 semesters, and 79.1% continued their education at HACC for at least 1 additional semester after participation in the course; (5) the mean number of credits carried was 24.4, out of which 22.1 were earned; (6) while neither academic major nor ethnicity were related to any differences within the group, male MS students were more likely to have higher GPA's than females; and (7) the analysis indicated that the MS course did help student performance, at least on a short-term basis. Descriptive materials and an outline from the MS course and data tables are appended. (KP)

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Master Student Study
Fall, 1992 Class

Glen Lum
with Pauline Signor
April, 1994

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Summary

The Master Student course at Harrisburg Area Community College (HACC) was initially offered during the Fall, 1992 semester. This study is the first to assess the academic performance of the Fall, 1992 group which was made up of 115 students.

Academic performance measures included the GPA earned prior to the Master Student (MS) course semester, during the MS semester, subsequent to the MS semester, and cumulative GPA. Also, total credits carried, earned, and number of semesters enrolled were other measures employed. These outcomes were matched to the demographic gender, age, and ethnic/race factors as well as the HACC based day/evening enrollment status and academic major.

The results show that the initial MS group has a mean cumulative GPA of 2.21. Those who enrolled at HACC prior to the MS semester earned a 2.32 (N=35) while a mean GPA of 2.56 was achieved for the MS semester only. Students performed well during the MS course semester, but generally they did not continue this level of achievement. The mean GPA for courses taken subsequent to the MS semester came to 2.05, a precipitous decline from the MS semester GPA.

In the bivariate and multivariate analyses, preliminary results confirmed that many students experienced a drop in their GPA in subsequent semesters. However, there were a number of important differences in the MS group. Perhaps the most significant was the result showing those in the highest GPA categories (3.00 or higher) maintaining their excellent level of performance. However, this is not true among their academically weaker peers (cumulative GPA less than 2.50). The MS course succeeded but primarily with students who excelled and not with those who had a "marginal" record of achievement.

Demographically, the initial MS group was overrepresented by males, traditional college-age students, enrolled during the day (8:00 a.m.-5:00 p.m.). Also, the percentage of minority students in the MS course was twice that found in the college-wide population during the Fall, 1992 semester.

While omitting many critical factors associated with academic success, the findings suggest that efforts to enhance and improve the MS course must focus on activities, content, and behavioral changes which will aid in the long-term achievement of each student's educational goal. It should also be noted that behavior patterns and attitudes are exceedingly difficult to change and for many, the MS course was only a first step in the process.

Master Student Study, Fall 1992 Class

I. Introduction

This report is the first to assess selected academic achievement outcomes of students enrolled in Harrisburg Area Community College's Master Student course. Offered initially the Fall, 1992 semester, the Master Student (MS) course has the following stated goal for each student. "To provide an opportunity for you to learn and apply behaviors, attitudes, and information that will empower you to achieve your greatest dream in college and in life" (from Spring, 1994 course handout).

The primary focus of this study is twofold. First, the data gathered provides the first comprehensive review of this specific group, while they were enrolled in the master student course. Achievement outcomes were also obtained for all students who had established an academic record prior to the MS course plus all students were tracked for the subsequent spring and summer semesters (1993).

Second, the data base gained from this group can be employed as the basis for comparing like outcomes of future master students. This is of value not only in determining whether the course had both a short and long-term impact on students but also an assessment can be conducted related to changes in instructors and instructional methodology based on selected academic performance measures of their students.

Four major sections comprise this study. The first will review the MS course itself, its objectives, faculty training and history. Next, the research methodology will be discussed to include items such as how data was collected, statistical application, selection of both outcome and demographic variables, and shortcomings and weaknesses found in the report. The third section will consider the descriptive findings followed by an evaluation of group differences in the bivariate analysis. A "summary and conclusion" section closes this study.

II. Master Student Course

The MS course incorporates many facets and behavior patterns long associated with students who are high achievers and/or those who are able to reach their academic/educational goals. Besides the time honored activities commonly found in "study skills" courses such as time management, effective note taking, and strategies on improving test scores, other topics normally covered in career decision making, human development, and psychology related courses are also included. These include establishing both short and long range goals, network building, improving

communication skills, plus other strategies that affect both academic performance activities and personal attitudes that can be applied not only in school but throughout a life time. A copy of the course syllabus for the Spring, 1994 semester can be found in Appendix A.

While a number of people had an initial interest in a course akin to MS, many of the formal aspects of the class materialized a "College Survival Workshop" in Baltimore which was attended by a number of HACC counselors during the 1990–91 academic year. It was at this workshop that HACC counselors first learned of a local MS facilitator and subsequently contracted with Dr. Scarff "Skip" Downing of Baltimore City Community College to conduct a two day training session on this topic at the Wildwood Campus.

HACC faculty were invited to participate in the initial two day training and those who completed became candidates to teach the course. The actual selection process during the first year was fairly informal since no formal guidelines had been established. Faculty who showed both a high interest during the workshop and volunteered to teach were given primary consideration by the counseling staff. Much of the early organizing, development, and later management of the MS course was the responsibility of Pauline Signor (Instructor, Counseling), though other counselors and faculty also provided valuable assistance throughout the early stages. Again, the first class was offered the Fall, 1992 semester.

Currently, a four member advisory committee composed of faculty and counselors monitors the MS course and conducts the selection of instructors adhering to newly established guidelines. Ms. Signor now coordinates all activities related to the class. Again, all MS instructors must complete the two day training with Dr. Downing, and over the past few semesters faculty from all academic divisions have either taught or expressed an interest in teaching one of the MS sections. Dr. Downing continues to provide training to our staff in order to expand the pool of instructors qualified to teach the course.

III. Methodology

An assessment of the MS course examined selected academic outcomes of the entire first class, those students who were awarded a grade during the Fall, 1992 term. The total population of the initial class was 115 students and each was tracked through the 1993 summer sessions (August, 1993). Furthermore, outcome information for those who had established an academic record prior to the Fall, 1992 semester was also included in the data set.

Master Student Study, Fall 1992 Class

Three demographic variables, gender, age, and ethnic/race were identified and employed as the first factors to test group differences. In addition, HACC related demographics were also part of the data base. These factors were day/evening enrollment status plus individual academic major sorted by division.

A series of grade point averages (GPA) were either obtained or computed for this study. Cumulative GPA was taken directly from each student master file on the college mainframe computer. Having access to the entire academic record of each student, separate GPAs were computed for the MS course semester only. Additionally, GPAs for all courses taken prior to and after the Fall, 1992 semester (for those who registered before and/or after MS) were recorded.

Pauline Signor, MS Coordinator, obtained all demographic and HACC related information. In addition, she computed from the student master file all GPAs for students who enrolled prior to the MS courses plus subsequent MS GPAs. Finally Ms. Signor included retention data such as semesters enrolled, credits carried and earned, and credits earned prior to and after the Ms course.

Certainly, employing grades as the sole measure of success or failure when assessing the MS course is a dubious criterion at best. *The value of any course varies greatly from student to student and many factors come into play. However, a cogent argument can be made regarding the utilization of GPA as one measure of course effectiveness based on the premise that a major goal of the MS experience is to indeed help students succeed in the classroom.*

Other variables found in this report include the grade for the MS course, total number of semesters enrolled, and semesters enrolled prior to and subsequent to the course. All semesters were counted prior to enrollment in MS while students were tracked for only two semesters, Spring, 1993 and Summer, 1993, after the course. While there are four summer sessions, enrollment in one or more was counted only as one. To maintain consistency, registration for prior summer sessions was also considered one semester.

The final set of data reviewed total credits carried, total credits earned, and a separate sorting was concluded for both total credits earned prior to and after the MS course. The number of credits students transferred to HACC was also obtained. When comparisons to the college-wide population are made, the Fall, 1992 data are employed unless otherwise noted.

The initial statistical application centered on providing a descriptive analysis. This in turn was followed by a number of bivariate runs employing the chi square measure. The primary emphasis will be placed on matching the demographics to the MS course grade, the various GPA outcomes, semesters enrolled, and credits carried and earned variables. The bivariate results will provide the basis for all multivariate analyses which will examine the impact of several independent variables (IVs) on a dependent variable (DV) when the IVs are considered together. The Analysis of Variance (ANOVA) and Multiple Classification Analysis (MCA) are employed in the multivariate run.

After collecting information on each student, a data base file was created using the dBase III Plus software. The SPSS (Statistical Package for Social Science) statistical package was employed for all analyses. Where appropriate, missing values were deleted from the statistical runs.

IV. Descriptive Results

a. Demographics

Nearly six out of ten (N=68 or 59.1%) students in the first MS course were males, a ratio that was opposite what was found college–wide during the Fall, 1992 semester (females = 61.4%). Why were males overrepresented in the first MS course? While it is impossible to reach any definitive conclusions, several plausible reasons may apply. First, many of the students who enrolled for MS were advised and/or encouraged to do so by counselors or faculty advisors. The academic background of the males may have indicated a need for this course.

Secondly, the varied topics covered such as personal growth and encompassing aspects of study skills, may have been more appealing to males than a class that focused on a specific subject (e.g. Decision Making). A review of the gender distribution for HACC's study skill course (HD100) for the Fall, 1991 semester again found males to be overrepresented (29/61 or 47.5%) in comparison to their college–wide percentage (38.6%). The predilection of males (especially those 18–22 years old) to opt for a personal growth/study skills course suggests that proportionally more thought this course could be of benefit to them.

The above points are primarily conjecture but it would be curious to discover the gender distribution of MSs in subsequent semesters. Suffice it to say that this course did prove to be popular with men.

Not only were males overrepresented, but minority students were also enrolled in proportions which exceeded their college–wide percentage. Over one in five (N=26 or 22.7%) came from one of the minority groups versus the one in ten (9.4%) ratio found college–wide during the Fall, 1992 semester. Again, it appears that minorities had a greater need and/or were encouraged by counselors and faculty to enroll in this course.

The mean age for this group was 22.4 years, considerably younger than the campus–wide average of 27.7 years. It is apparent that the MS course was deliberately skewed toward traditional college–age students since only one of six class sections was offered in the evening. Non–traditional adults are far more likely to be PT, evening students so they are proportionally underrepresented in this study. Figures from the day/evening section distribution showed that just over one in ten students (N=13 or 11.3%) had registered for the evening course.

Social Science, Public Services, and Basic Education (SSPSBE; N=36) program majors constituted the largest group in this population followed by General Studies (N=27). Perhaps an important part of the attractiveness of selecting a major in SSPSBE or General Studies is the great flexibility afforded students in many of their programs.

Conversely, the diploma programs (N=1) and majors in Math, Engineering, and Technology Division (MET; N=2), which generally stress specific technical training, were the least subscribed to. Interestingly, the Communication and Arts (C&A) Division did not attract many (N=7) though several programs (e.g. Liberal Arts – Mass Communication and Liberal Arts – Communication and Arts) do allow students a wide selection of courses from which to choose.

Finally, very few students came from other colleges or universities and subsequently transferred credits to HACC (N=9 or 7.8%). It is apparent that the MS course is primarily attractive to those who began their college experience at HACC. The majority of students transferred six or fewer credits to HACC. Demographic results can be found in Appendix B.

b. Outcomes

The initial MS class had a cumulative GPA of 2.21 at the conclusion of the Summer, 1993 semester. By contrast, the college–wide GPA at the end of the fall was 2.64. If one of the goals of the MS course was to focus on reaching those students more likely to encounter academic difficulties, the cumulative GPA variable certainly indicates that it was serving this need. The

course appears to have attracted academically weaker students when solely employing the cumulative GPA as the criterion.

It must also be noted that the GPA variable likely was affected by the composition of the population. Recall that most MSs were younger, traditional college–age pupils with an underrepresentation of non–traditional adults. Past studies and reports have shown that older, adult students, enrolled on a PT basis, have historically earned higher grades (see Graduate Follow–Up Studies). If the adult student percentage had been more representative of the college–wide population, it is not unlikely that the cumulative GPA would have been higher, perhaps significantly so. Also, it is very important to emphasize again that the GPAs used in this report are unweighted. This means that the GPA of a PT student carries the same weight as the GPA of a FT student. This of course cannot but have an impact on these results.

Using the 2.21 as the benchmark, how does this compare to students' academic performance prior and subsequent to their MS course? A total of 35 students had enrolled at HACC for a minimum of one semester before registration in the MS course. This group earned a GPA of 2.32, slightly higher than the cumulative GPA of the entire group. Does this mean that the MS course did not have a positive long–term impact on student achievement given that the GPA prior to the MS course was higher than the cumulative GPA that included the MS course?

Several factors must be considered before any definitive conclusions can be reached. First, the cumulative GPA included the entire population and not just those who had previous HACC experience. It is quite possible that the 2.21 was affected more by the lower academic achievement of new Fall, 1992 matriculants than the continuing student sample. The cumulative GPA was not broken down into subsets whereby this could be examined.

While it is quite possible that the new matriculants had a greater negative influence on the cumulative GPA, a review of the GPA earned during the MS course semester only (Fall, 1992) does not directly support this contention. For that particular fall term, students earned a semester GPA of 2.56, considerably higher than either the mean cumulative GPA (2.21) or the mean GPA earned by the 35 students prior to the MS course (2.32).

Taking into account the higher GPA during the MS semester and matching it to the lower cumulative GPA (2.21), this suggests that the grades earned by this group after completing the

course fell. A review of the data set confirmed that students did earn lower GPAs for classes taken after the course. Of the 115 who received a grade for MS the Fall, 1992, 82 continued their education at HACC for at least one more semester. Students were tracked through the spring and summer sessions, 1993 and computation of their mean GPA during this period came to 2.05. This was a steep drop from the mean GPA during the MS semester of 2.56 and even a fairly large decline from the mean cumulative GPA 2.21.

The subsequent academic achievement (based on GPA) of students who complete the course and continue their HACC education raises a number of serious questions related to the long-term positive impact this course may have. First, did this course better prepare students to cope with the academic demands placed on them in subsequent semesters? Why were the GPAs during the MS course semester so much higher than the other GPAs for courses taken before and after MS and the cumulative GPA? Did the grade distribution from the MS itself help to inflate the GPA during the course term? Did the MS course accomplish what it set out to do – that is, help students "achieve... in college and in life" (from Spring 1994 course syllabus).

To assess the MS course grade on the GPA, a review of the distribution is warranted. The record revealed that nearly two out of three students (66.1%) earned an "A" or "B" grade, a percentage higher than the college-wide figure of 54.5% for "A" and "B" grades awarded the Fall, 1992 semester. Conversely, nearly one in six (15.6%) received a "D", "F", or "W" grade which was somewhat lower than the 20.8% awarded college-wide. It appears that the MS course did have the effect of inflating the GPA for the Fall, 1992 semester but this class alone may not have been the sole or primary reason why this occurred.

A second perspective related to grades would be to examine the actual GPA distribution during the MS semester compared to the subsequent semesters. Results from MS semester showed nearly two out of every five students earned a GPA of 3.00 or higher (45/115 or 39.1%). At the other end, one in five earned a GPA of less than 2.00 (23/115 or 20.0%). By comparison, one in seven (16/115 or 13.9%) earned GPAs of 3.00 or higher and over three out of ten (35/115 or 30.4%) had less than a 2.00 for all courses taken after MS.

Without question, the MS course had a positive impact on grades and student achievement, but it appears that no long-term impact can be directly attributed to this course. While many other benefits may have been derived from MS that are not readily apparent (e.g. confidence, self-

esteem), academically, students dropped below their level of performance in subsequent semesters. A number of factors may have contributed to the decline. Perhaps the lack of a support group, an important component when enrolled in the MS course, played a role. Perhaps many students were selecting or moving into more difficult/advanced courses which presented a greater challenge and more demand on their time. Perhaps students enrolled in the MS course were academically less prepared than their peers who did not take the course. Perhaps the grade earned in MS played an important role in ameliorating the effect of a lower grade and/or raising the GPAs to a level higher than what the initial group would have earned were it not for the course. Regardless of the reason(s), for this population and for the period under investigation, students earned higher grades during their MS course semester than grades earned in semesters after completing the class.

Overall, students completed an average of three semesters (N=3.03) when those who enrolled at HACC prior to the MS course were counted in the total. A more telling figure may be the number retained after the course. The data indicated that from the original group enrolled in MS nearly eight out of ten (79.1%) continued their education at HACC for at least one additional semester. Since no comparable college-wide figure is available, it would be impossible to draw any conclusions related to the role MS may have on the attrition/retention issue.

Even though no precise student tracking model is currently in place, general information related to the number of students returning is available each semester. For example, a total of 8,249 students enrolled on the Wildwood Campus for the Spring, 1994 semester. Of this total, 7,126 were returning students or 86.4%. It must be noted that the "returning student" category included those who enrolled the previous semester (Fall, 1993) as well as those who registered in prior terms/years. Thus, the "return" rate was likely inflated but it is equally likely that most returning students did in fact continue from the fall semester. Employing the "return rate" as a guideline, the "retention rate" of students completing the MS course was nearly equal. If students in the MS course were more likely to have left school prior to the achievement of their education goal, then it can be said that completion of the course did have a positive influence on their retention. Since student intent and educational goals data are not collected, one can only assume and not prove the benefit of this course related to attrition/retention.

Another valuable comparison would have been to determine the return rate of students who completed a developmental course. These students were probably more like the MS group but

the retention rate of the developmental group was not available and beyond the scope of this report.

An average of nearly three semesters (2.8) was spent by students who enrolled at HACC prior to MS. While many first-time students found this course attractive it was also a course which appealed to a fairly large group of continuing students.

The mean number of credits carried for all semesters was 24.4 out of which a mean of 22.1 credits were earned. The data suggest that MS completers were less likely to drop a course though this was not a guarantee of high grades. Since students were tracked for only the following spring and summer sessions, it was not surprising to learn that only an average of 10 additional credits were earned subsequent to the MS course (non-enrollees excluded). Additionally, a mean of 18.8 credits was earned by those students who registered prior to the MS course. The higher figure is likely due to the longer tracking period as all credits were counted prior to enrollment in MS. Certainly the mean number of credits earned after the MS course increases each semester as many students will persist to complete their program. Thus, the 10 credit mean figure only should be used as a point of reference as of the Summer, 1993 term.

In summary, the descriptive analysis did reveal that students enrolled in MS performed at a higher level while in the course but subsequently their grades fell. The drop in grades should not be attributed solely or even primarily to the MS course. Rather, it is more likely to be a number of important and interrelated factors with MS playing a positive role initially but for a variety of reasons, students were unable to sustain their level of performance.

The proportion of those in MS who persisted the following semester was estimated to be similar to the college-wide total. The limits placed on student tracking time period and the resulting data, while not comprehensive, provided the initial baseline from which future achievement can be evaluated as well as a standard to compare this group to those who follow.

The next section will review the bivariate and selected multivariate analyses. A complete list of the academic outcomes can be found in Appendix C.

V. Bivariate and Multivariate Results

The bivariate analysis will focus on matching the gender, age, ethnic/race, academic major (by division) and day/evening enrollment to the various GPA factors plus semesters enrolled and the number of credits earned variables. When warranted, selected demographics as well as outcome variables will be paired (e.g. gender and age; cumulative GPA to MS semester GPA). All multivariate analysis will be predicated on the bivariate analysis with the intent of sorting out the influence of the independent variables (IVs) to the dependent variable (DV).

In the first set of statistics the demographic age, gender, ethnic/race plus the HACC based academic major and day/evening registration status were matched to each of the GPA variables. Neither academic major nor ethnic/race factors revealed any group differences. This was somewhat surprising, particularly with the academic major variable since past studies (e.g. graduate surveys, student needs assessment, and students educational goals report) have indicated that one's program choice did have an impact on the level of academic achievement. Also, while adult students (26 years or older) were more apt to have a cumulative GPA of 3.50 or higher, the strength of the relationship was fairly weak as measured by the contingency coefficient (Signif. = .031; CC = .48). No other GPA factors were significant when paired with age which again differed from past reports of other student samples.

Surprisingly, males were more likely to be at the highest grade categories (2.50 or higher) while females were overrepresented in the two lowest ranges (less than 2.50) for both the cumulative GPA (Signif. = .008; CC = .33) and grades earned during the MS semester (Signif. = .010; CC = .33). Again, these findings are contrary to what is usually found with the gender variable as females have consistently out performed their male peers (see Graduate Follow-Up Surveys).

Enrollment status influenced both the cumulative GPA and GPA earned subsequent to the MS course. Those enrolled in the evening (after 5:00 p.m.) section were more likely to have a 3.00 or higher for both the cumulative GPA variable and all courses taken after the MS course. Historically, adults were far more likely to enroll in the evenings (after 5:00 p.m.) and also earn higher grades (their PT evening enrollment due in large part to other commitments). However, it was reported earlier that age did <u>not</u> have as great an influence on grades compared to other previous student studies. Thus, it would be instructive to ascertain whether adults (over 25 years) for this MS population were more likely to enroll in the evening, a pattern which would mirror what was found when considering the entire student population. A review of the result showed that

adults in the MS course were no more likely to enroll in the evening than during the day. This is an important finding when considered simultaneously with the effect that age had on the GPA.

Just as the male/female GPA ratio was the reverse of what was generally found college–wide, the distribution of adults in day/evening sections provided additional evidence that the MS group was different in a number of ways from the general student population. It is important to keep in mind that these differences should be taken into account when consideration of course content and pedagogical strategy.

The next series of statistics examined the total number of credits carried and earned plus the number earned prior to, during, and after MS. Neither gender nor ethnic/race showed group differences among the achievement variables. While males generally earned higher grades, apparently they were not likely to differ from their female counterparts. Likewise, minority students were more similar than dissimilar to their white peers. Since the minority group was overrepresented among MSs, it is important to note this finding.

This dispersion of adults and traditional college–age students in the categories related to total credits carried and earned reflects to a large extent enrollment patterns long associated with each group. For example, adults were more likely to have carried (Signif. = .004; CC = .47) and earned (Signif. = .048; CC = .42) either 15 or less credits or 45 or more credits. This dichotomy indicates that many had either recently begun their HACC career or were long time students, likely enrolled on a PT basis. Insofar as traditional students are concerned, many were found in the 16–30 credit hour range, an indication of FT status since most had only completed one or two semesters. Not surprisingly, students over 22 years old had earned more credits prior to the MS course, a likely reflection of their earlier matriculation date (Signif. = .002; CC = .48).

When the academic major factor was employed, SNAHPE students had a far greater proclivity to earn more than 15 credits in the semesters following MS (Spring and Summer sessions) than their peers from other divisions or programs (Signif. = .001; CC = .40). In part this can be explained by the rigid admissions requirements in selected allied health and nursing programs which specify certain courses prior to acceptance in the clinical portion of the major. Thus, students in SNAHPE are more likely to remain enrolled not only for spring but even for summer in order to complete pre–clinical requirements in a timely fashion.

Day students were more apt to carry more than 15 total credits (Signif. = .005; CC = .32) compared to those enrolled in the evening class. Since day students have long been associated with the FT enrollment status, logically their opportunity to carry more credits was far greater than those enrolled PT. A more telling result may be the one which showed no difference between day/evening students in the total credits earned factor. Evidently, day students registered for more courses but they were not as likely to complete all of them.

Very little differences were found among the students when the total semesters enrolled and prior and subsequent semesters variables were considered. Neither gender, ethnic/race, nor day/evening status influenced these achievement factors. As expected, the youngest student group (less than 20 years) was overrepresented in the four or fewer semesters registered categories versus a far greater likelihood of their older peers (over 20 years) to be in the two highest ranges (Signif. = .002; CC = .48). This was also the case for those who enrolled at HACC prior to taking the MS course (Signif. = .000; CC = .46).

Students in SNAHPE were more likely to attend six or more semesters while General Studies majors were overrepresented in the new matriculant ranges (less/equal two semesters). Historically, SNAHPE students are more likely to be career oriented with established educational goals. Conversely, a higher proportion of General Studies majors were undecided which impacted negatively on persistence. In addition, Social Science (SSPSBE) students could be found at both extremes–proportionally more at two or less or seven or more while proportionally fewer in the middle ranges (3–6 semesters; Signif. = .019; CC = .47). In response to program characteristics, the results again reflect the strength and/or requirements of each division. Certainly, General Studies and a number of Social Science programs offer a large measure of flexibility and they are attractive to many, especially the "undecided". On the other hand, the specific requirements demanded of many selective SNAHPE programs denote a higher degree of structure making continual enrollment generally necessary.

Due to the generally high marks awarded in the MS course, no group differences were discerned when paired with the demographics, academic major, and enrollment status (day/evening) variables. All types of learners from varied backgrounds earned "A" and "B" grades which proportionally exceeded the college–wide average for that particular fall semester.

Since the various GPA variables were the primary tool to assess academic achievement, it is important to consider how they are affected by other factors in the data base. This examination will pay close attention to the cumulative GPA since it is the single most critical standard employed by HACC and the students to measure their level of academic progress and achievement.

Earlier analyses indicated that gender, age, and enrollment status resulted in group differences when paired with the cumulative GPA variable. Males, evening students, and to a lesser degree adults 26 years or older were more likely to have a 3.00 GPA or higher. In reviewing the data set, additional analysis was concluded matching the GPAs earned during the MS course semester and the GPA earned for all work completed subsequent to the MS course. Since the courses employed to compute the three GPAs are drawn from the same data set, it would provide little in the way of informative information to pair the GPA of one factor to another. Intuitively, one can easily conclude that students with high GPAs for the MS and subsequent semesters are also likely to have a high cumulative GPA.

Rather than compare the categories of one GPA to another, an investigation of individual cells will be made comparing the proportion of students who dropped below (or above) their cumulative GPA both during their MS semester and subsequent semesters. For example, when the cumulative GPA and MS GPA were paired, 23 out of 44 (52.3%) students who had a cumulative GPA of less than 2.00 earned a GPA of 2.00 or higher for the MS semester. Looking at the higher grade categories, 14/21 (66.7%) students who had cumulative GPAs of 2.00–2.49 earned GPAs of 2.50 or higher for the semester they were enrolled in their MS course. Table 1 gives the distribution pattern of the cumulative and MS semester GPA.

Table 1
Chi Square – Cumulative GPA by Master Student Semester GPA

MS GPA	LT 2.00	2.00–2.49	2.50–2.99	3.00–3.49	GE 3.50	Totals
Cumulative GPA Less Than 2.00	21 47.7%(r) 91.3%(c)	11 25.0%(r) 68.8%(c)	6 13.6%(r) 25.0%(c)	6 13.6%(r) 22.2%(c)	0 – –	44 40.7%
2.00–2.49	2 9.5%(r) 8.7%(c)	5 23.8%(r) 31.3%(c)	6 28.6%(r) 25.0%(c)	6 28.6%(r) 22.2%(c)	2 9.5%(r) 11.1%(c)	21 19.4%
2.50–2.99	0 – –	0 – –	11 42.3%(r) 45.8%(c)	9 34.6%(r) 33.3%(c)	6 23.1%(r) 33.3%(c)	26 24.1%
3.00–3.49	0 – –	0 – –	1 14.3%(r) 4.2%(c)	5 71.4%(r) 18.5%(c)	1 14.3%(r) 5.6%(c)	7 6.5%
Greater/Equal 3.50	0 – –	0 – –	0 – –	1 10.0%(r) 3.7%(c)	9 90.0%(r) 50.0%(c)	10 9.3%
Totals	23 21.3%	16 14.8%	24 22.2%	27 25.0%	18 16.7%	108 100.0%

Chi Square = 95.72 DF = 16 Significance = .000 Contingency Coefficient = .69
r=row percentage c=column percentage

Clearly the distribution pattern in Table 1 shows that many students benefitted from the generally higher grades earned during the MS semester. Again, a review of the mean cumulative GPA (2.21) compared to the MS GPA (2.56) provided earlier evidence of this. The value of this "micro" analysis centers on the determination of the actual number of students aided by the grades earned during their MS semester and at what GPA category. From Table 1, 53/108 (49.1%) students earned a higher GPA during their MS term when matched to their cumulative GPA.

Having evaluated how many were helped by their MS semester performance, the next step will determine the number of students who saw a drop in their level of achievement. Again, a review of the distribution pattern is warranted. Perhaps an apt comparison is to match the number of students with a cumulative GPA below 2.00 to the number who earned a GPA of 2.00 or higher in subsequent semesters. Recall in the first comparison that 52.3% (23/44) had a cumulative GPA of less than 2.00 but had earned a GPA of 2.00 or higher during their MS semester.

The review of the distribution matching cumulative GPA to subsequent MS course GPA exhibited results that were dramatically opposite of those found during the MS semester. The number

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(percentage) of students with a cumulative GPA below 2.00 who earned a 2.00 or higher in subsequent semesters fell from 52.3% (MS semester) to 7.7% (2/26; not all students re–enrolled after their MS term). Likewise, only 10% (2/20) with a cumulative GPA of 2.00–2.49 earned a higher GPA after MS. This compares with the 66.7% (14/21) for the same grade category during the MS semester. The same trend continued in the 2.50–2.99 cumulative GPA category. There 57.7% (15/26) earned a higher GPA (3.00 or higher) during their MS semester compared to 9.1% (2/22) for courses taken after MS.

However, students at the highest grade categories generally maintained the academic standards they established during their MS semester. This is best illustrated by matching achievement data for students with GPAs at both the 3.00–3.49 and 3.50–4.00 ranges. In the 3.00–3.49 cumulative GPA category only one in six (16.7%) earned a GPA in subsequent courses less than 3.00 and that particular student fell in the 2.50–2.99 range. At the 3.50–4.00 cumulative GPA range, no student fell below 3.00 and only one out of eight (12.5%) fell below 3.50.

The above findings conform very closely to the distribution of students earning a 3.00 or higher cumulative GPA in Table 1. In that table, only one in seven (14.3%) with a 3.00–3.49 cumulative GPA earned a MS semester GPA less than 3.00 (again in the 2.50–2.99 range). Similarly, one in ten (10%) in the 3.50–4.00 cumulative GPA range fell below 3.50 (again in the 3.00–3.49 category) when enrolled in MS. The results of matching the cumulative GPA to the GPA earned subsequent to the MS course can be found in Table 2.

Table 2
Chi Square - Cumulative GPA by Subsequent Master Student GPA

Subsequent MS GPA	LT 2.00	2.00-2.49	2.50-2.99	3.00-3.49	GE 3.50	Totals
Cumulative GPA Less Than 2.00	24 92.3%(r) 68.6%(c)	2 7.7%(r) 9.5%(c)	0 - -	0 - -	0 - -	26 31.7%
2.00-2.49	7 35.0%(r) 20.0%(c)	11 55.0%(r) 52.4%(c)	1 5.0%(r) 10.0%(c)	0 - -	1 5.0%(r) 11.1%(c)	20 24.4%
2.50-2.99	4 18.2%(r) 11.4%(c)	8 36.4%(r) 38.1%(c)	8 36.4%(r) 80.0%(c)	2 9.1%(r) 28.6%(c)	0 - -	22 26.8%
3.00-3.49	0 - -	0 - -	1 16.7%(r) 10.0%(c)	4 66.7%(r) 57.1%(c)	1 16.7%(r) 11.1%(c)	6 7.3%
Greater/Equal 3.50	0 - -	0 - -	0 - -	1 12.5%(r) 14.3%(c)	7 87.5%(r) 77.8%(c)	8 9.8%
Totals	35 42.7%	21 25.6%	10 12.2%	7 8.5%	9 11.0%	82 100.0%

Chi Square = 131.17 DF = 16 Significance = .000 Contingency Coefficient = .78
r=row percentage c=column percentage

Clearly the findings from the bivariate analysis suggest that the MS course acted to demarcate students into two distinct groups. The first focused on students with a cumulative GPA below 3.00. For the most part, the MS course did not have an immediate positive influence on grades as most students GPAs dropped in subsequent semesters when compared to their performance during MS. Conversely, generally stronger students (cumulative 3.00 or higher) maintained their high academic standards and those who experienced a drop in their GPA saw it fall only to the next grade range.

Given the above and based solely on the analysis of the cumulative GPA variable, it appears that the MS course succeeded primarily with the strongest students and to a far lesser extent with their academically "marginal" peers. This is critical since the emphasis and goal of MS is to "empower" all students to achieve. Equally important are factors not considered in the analysis and data set which are commonly accepted as having an influence on student achievement (e.g. motivation; self esteem; outside commitments; family support/encouragement).

Even accepting that other variables do in fact have a significant impact on grades, it is still of interest to determine to what extent these selective factors influence the cumulative GPA. An ANOVA was

concluded which identified the cumulative GPA as the DV matched to the IVs gender, age, enrollment status (day/evening), GPA earned during and subsequent to the MS course, and the grade earned in the MS course.

Not surprisingly, the two most important predictors were grades (GPA) earned subsequent to MS followed by grades earned during the MS semester. Since the cumulative GPA is predicated on the GPAs earned each semester, logically (as well as statistically), the two IVs would very likely be significant. However, several other observations can also be made in addition to the affirmation of the obvious.

First, none of the demographics remained good predictors when considered with the other IVs. Since each of the GPA variables are so closely interrelated, a second ANOVA was run which matched the cumulative GPA (DV) to gender, age, and enrollment status. Findings from this analysis showed that only enrollment status (evening students more likely to earn cumulative GPAs of 3.00 or higher) remained a valued predictor. Nonetheless, the amount of explained variance as measured by the Multiple Classification Analysis (MCA) Multiple R Squared statistic came to only .15 or 15%. It should be noted that the selected demographics would likely be better predictors of individual grades rather than an accumulation of all course grades.

Second, the grade earned in the MS course did <u>not</u> play a role. Again, knowing that there was an overrepresentation of "A" and "B" grades in the MS course compared to what was awarded college–wide, the lack of discrimination in the course was detected in the analysis. Simply stated, the overall effect of the MS course grade on the cumulative GPA was minimal.

The final and perhaps most important point is that the ANOVA showed that subsequent course grades (GPA) were a stronger predictor than the MS semester GPA. The value of this finding must not be understated. While the MS semester GPA does play a role, it is the amount and quality of coursework completed after MS that made the greatest difference. Thus, how students are prepared in the MS to address/cope with the rigors and demands of academic life after MS appears to be a critical facet in the course and MS experience. Table 3 gives the result of the ANOVA matching the IVs gender, age, enrollment status, MS semester GPA, subsequent MS GPA, and MS course grade to the dependent cumulative GPA variable.

Table 3
ANOVA–Cumulative GPA by Gender, Age, Enrollment, Master Student GPA, Subsequent GPA and Master Student Course Grade

Source of Variation	Sum of Square	DF	Mean Square	F	Significant of F
Main Effects	102.347	20	5.117	13.78	.000
Gender	.069	1	.069	.18	.667
Age	.827	5	.165	.44	.815
Enrollment Status	.003	1	.003	.00	.932
Master Student GPA	5.191	4	1.298	3.49	.012
Subsequent GPA	33.074	4	8.268	22.27	.000
Master Student Grade	1.178	5	.236	.63	.674
Explained	102.347	20	5.117	13.78	.000
Residual	22.270	60	.371		
Total	124.617	80	1.558		
MCA – Multiple R Squared = .82					

The high proportion of explained variance, Multiple R Squared = .82 or 82%, must be considered within the context of the DV and its relationship to the IVs, especially the MS semester and subsequent GPAs. Again, the GPA factors close relationship to the DV was the reason for a high Multiple R Square value.

Again a review of the second ANOVA matching the dependent cumulative GPA to the three demographics showed that only student enrollment status (day/evening) remained significant while gender and age ceased to be good predictors. More significantly, the amount of variance explained by these IVs was very low. Without a doubt, the selected demographics would not be effective factors for identifying either group differences or level of academic achievement.

In summary, the bivariate and multivariate analyses pointed out a number of important differences within the MS group. The most important were variations found with the GPA variables, particularly when matched to the age, gender, and student status variables in a crosstabulation.

A closer examination of the cumulative GPA factor revealed that students succeeded not only during the MS semester but also beyond. However, success was unevenly distributed as the

stronger academic students were far more likely to continue when compared to their weaker peers. Equally important was the multivariate finding which indicated that subsequent course achievement was the key to long–term academic success. These findings strongly suggest that instructors and administrators involved with the MS course must place greater emphasis on how students can meet their course demands and requirements expected of them in subsequent semesters.

VI. Summary, Conclusion, and Recommendations

Prior to summarizing the findings and listing the recommendations, comments on this report were made by several MS instructors (besides Pauline Signor). William Nordai (Professor, Mathematics) responded in writing and shared not only his analysis of this report but also some of his experiences in the MS course. He identified a number of shortcomings found in study and conveyed his personal commitment to the MS course and students. Also, Professor Nordai stressed not only the value of intellectual growth but the MS course was equally important in meeting questions which stressed the affective domain.

In addition, Sandra Miller (Lecturer, Mathematics) echoed many of the comments made by Professor Nordai. In particular, she was concerned that this study placed too much emphasis on the GPA and other cognitive related variables rather than examining factors which determined whether the MS course was effective in providing "the opportunity for students to learn and apply the attitudes and behaviors that lead to success in both college and life". Again, this was a point addressed by Professor Nordai and it was duly noted in the report that "student development" outcomes were not assessed in this initial study. Both Miller's and Nordai's memos can be found in Appendix D.

The MS course was initiated to help students succeed and provide strategies for achieving success. This study was the first to assess a limited number of selected outcomes and while neither comprehensive in the inclusion of all factors affecting academic achievement nor in securing students responses related to their educational experience and goals, it nevertheless provided information not heretofore available. Results from the study provided the basis for the recommendations.

The initial MS population from the Fall, 1992 semester was different compared to the general college–wide student body. The MS group was younger and was proportionally overrepresented

by minorities and males while underrepresentation occurred in the evening section. A majority declared their academic major in either the SSPSBE Division or General Studies.

In measuring the academic achievement of this group several GPA variables, credits carried and earned, and semesters enrolled were employed. Since a large majority were first time students during Fall, 1992, this placed an artificial limit on the tracking timeframe to the summer 1993 sessions. It is likely that many from this first class continued beyond the summer term.

The initial MS class was generally weaker academically than their peers college-wide when measured by the GPA. The mean cumulative GPA was 2.21, far below the college-wide average of 2.64 achieved for the Fall, 1992. While attracting academically less capable students may not have been a goal of the MS course, it appears to have had that very effect.

During the MS semester, students earned a 2.56 GPA, a significant improvement over their cumulative GPA but this group was unable to maintain this level of performance as the mean GPA for all courses taken subsequently to MS fell to 2.05. Certainly this is a significant finding for a number of reasons. First and foremost, the initial group of MS students are characterized by short but not long-term academic achievement. This translated to a lower cumulative GPA but the results strongly suggest that the MS course did not have an immediate positive impact on academic performance in subsequent terms.

Secondly, while the MS course has the intent of preparing students for subsequent academic success, it is not known what other factors may have an equal or greater impact. For example, what role does peer support and encouragement play in student performance and is it a necessary condition for continual success after the completion of the MS course? What facets in the MS course affected both long and short term behavioral changes and achievement? What impact does a MS student's educational goal have on performance and persistence? Answers to these and other questions would add to the value of this study plus enhance the MS course.

Finally, it is critical that any assessment of the MS course include a review of student performance and this data set, limited and imperfect though it may be, can be one measure of evaluation. How these and other related MS issues are addressed may very well determine whether the course ever achieves its stated goal of "student empowerment".

The bivariate analyses focused again on student performance and group differences. Males, evening students, and adults (over 25 years old) were more likely to earn high grades. Likewise, adults were overrepresented at both the highest and lowest credits carried and earned category while SNAHPE majors were more likely to have continued their education beyond the MS course semester. Day students, not surprisingly were more apt to be FT.

One of the most significant findings was differences between the students' cumulative GPA when matched to both MS semester and subsequent GPAs. During the MS semester, student performance generally exceeded their cumulative GPA level at both the high and low end of the grade ranges. However, when cumulative GPA was matched to subsequent GPA, a clear pattern emerges. Academically stronger students (cumulative GPA greater/equal 3.00) maintained a high level of performance while proportionally far more "marginal" students experienced a precipitous decline in their grades. The ramification for the MS course can be profound. The initial results suggest that the MS course has not succeeded with the very students who likely require the most help and support over the long-term.

The ANOVA statistics revealed that when other achievement factors are considered together in the determination of cumulative GPA, no demographic variable remained an important predictor. Also, while the GPA awarded during the MS semester was important, it did not have the effect that subsequent course achievement had on the cumulative GPA. This again suggests that the MS course should focus on those activities and behaviors which will help students meet long-term academic demands required of them at HACC and elsewhere.

In conclusion, the preliminary data indicated that the MS course did help student performance, albeit on a short-term basis. What it did not show was why students were generally unable to maintain this level of achievement. Therein lies the problem and challenge - what can be done to improve the course to affect long-term positive student behavior and performance. With this in mind, the following recommendations are given.

1. *Conduct comprehensive review and assessment of the MS course as it relates to material presented, course requirements, and student outcome measures. Primary focus should be the identification of those facets in the course which concentrate on long-term student achievement.*

2. *Determine not only how students feel about the MS course but whether the course met or is meeting their expectations. Also, a follow-up survey should be considered to determine how these attitudes and perceptions evolved over time.*

3. *Obtain information regarding the educational goals of students in the MS course, again tracking to determine how they have evolved over time. This could be accomplished simultaneously with #1.*

4. *Continue to assess not only what is being taught but also how. Promote and conduct on-going periodic meetings with all MS instructors to discuss what works and what does not. Student evaluations and comments, MS workshops, etc. have proved to be invaluable. These activities must include but not be limited to evaluating and implementing the pedagogical method that is most effective for all students.*

5. *Complete a second study of this nature, expanding/enhancing the data base with additional information and comparable analysis. Also, continue to track the initial Fall, 1992 group to assess long-term achievement.*

6. *Discuss with former and present MS students the general findings in this report and perhaps devise possible strategies to extend the benefits of the course over a longer period of time.*

APPENDICES

APPENDIX A

HD 103: BECOMING A MASTER STUDENT

COURSE HANDOUT

Spring, 1994

Welcome to HD 103: BECOMING A MASTER STUDENT!

At Harrisburg Area Community College we realize that you are here to *pursue* a very special purpose. Or you may be here to *discover* your special purpose. In either case, we want you to be successful!

HACC offers the BECOMING A MASTER STUDENT COURSE for one reason only: **TO PROVIDE AN OPPORTUNITY FOR YOU TO LEARN AND APPLY BEHAVIORS, ATTITUDES AND INFORMATION THAT WILL EMPOWER YOU TO ACHIEVE YOUR GREATEST DREAMS IN COLLEGE AND IN LIFE.**

We know that you have already developed many strategies for success. The fact that you are in college proves that.

In this course, we'll introduce you to ways of strengthening the success strategies that you already have. And we'll show you some success strategies that you probably haven't learned yet.

If you apply the STRATEGIES OF SUCCESS presented in this course, they will assist you to achieve your goals in college. **You have an opportunity in this course to change the outcome of your life.**

The choice is up to you. We're here to support you and we wish you the very best!!!

* * * * *

Students who have completed HD 100 with a grade of C or higher may not enroll in HD 103.

* * * * *

WHAT TO BUY: The three learning tools required for this course are all available in the HACC bookstore.

1. Text Book: *Becoming a Master Student*, 6th edition, by David Ellis.
2. Three-ring binder (large rings, at least 1 1/2 inches).
3. 100 sheets of 3-hole composition paper.

CHOICES OF SUCCESSFUL STUDENTS	
SUCCESSFUL STUDENTS...	STRUGGLING STUDENTS...
1. ...ACCEPT PERSONAL RESPONSIBILITY for creating the quality of their lives.	1. ...see themselves as victims, believing for the most part that what happens to them is out of their control.
2. ...discover a personally meaningful and motivating PURPOSE for their lives.	2. ...have difficulty choosing a purpose, often experiencing depression and/or resentment about the meaninglessness of their lives.
3. ...consistently plan and take effective ACTIONS in pursuing their life purpose.	3. ...seldom identify the specific actions needed to accomplish a task, and when they do, tend to procrastinate.
4. ...NURTURE SUPPORTIVE RELATIONSHIPS that assist them in pursuing their chosen purpose.	4. ...usually work alone, not requesting, even rejecting offers of assistance from legitimate resources.
5. ...MAXIMIZE LEARNING by understanding and enjoying the process of learning and by finding personally valuable lessons in nearly every experience.	5. ...tend to resist learning new ideas and skills, often viewing learning as drudgery rather than play.
6. ...actively create a POSITIVE EXPERIENCE OF LIFE.	6. ...experience life negatively, focusing much of their attention on what is disappointing and painful.
7. ...BELIEVE IN THEMSELVES, feeling capable, lovable and unconditionally worthy as human beings.	7. ...doubt their personal value, feeling inadequate to accomplish meaningful tasks and unworthy to be loved by others or by themselves.

THE CHOICE OF SUCCESS:

Have you ever wondered what makes a winner successful? Much of the psychology of winning boils down to these two factors:

> Successful people **CHOOSE winning attitudes** that unsuccessful people don't choose.
>
> Successful people **CHOOSE winning behaviors** that unsuccessful people don't choose.

In this course you will have an opportunity to learn many attitudes and behaviors that assist winners to be successful. They aren't secrets...unless you don't know them! **Once you create a habit of consistently choosing winning attitudes and behaviors, you'll be on the path to being a winner in college...and in life.**

To support you, your classmates, and your teachers in experiencing success, this course has three important rules. The more challenging these rules are to you, the more value you will experience by adopting them. By choosing to follow these rules, you are choosing to move forward toward your success.

THREE CHOICES FOR SUCCESS (COURSE RULES):

1. **BE THERE!** I will attend every one of my assigned ED 103 classes from beginning to end.

> *(NOTE: You are allowed up to 6 hours of personal leave for emergencies. If you miss more than 6 hours, you will be dropped from the course and asked to re-enroll when your schedule allows you time to attend. However, points will be deducted from your participation grade for the 5th & 6th absences as well as for falsification of attendance.)*

2. **DO THE WORK!** I will do my very best work in preparing all of my assignments and will hand them in on time.

> *(NOTE: You may redo any assignment within 7 days for a higher grade with the exception of the final essay and project report. An assignment will be penalized 10% of the grade for each class it is late.)*

3. **RESPECT OTHERS!** I will respect and support the thoughts, feelings and dreams of my classmates and teachers.

> *(NOTE: One important way to support and respect your classmates and teachers is to listen when they are talking. Disruptive behavior, characterized by, but not limited to, talking out inappropriately, in large and/or small group is grounds for withdrawal from the class.)*

GRADES:

This course has been designed to support your success.

You are in charge of your grade. The only person who can keep you from getting an "A" in The BECOMING A MASTER STUDENT course is YOU. You choose and create your success. And this course will show you how.

Final Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Students will earn points toward their final grade as follows:

A.	5 Learning Sheets (10 points each)	=	50 possible points
B.	2 Essays (10 points each)	=	20 possible points
C.	Class Quizzes/Projects	=	15 possible points
D.	Class Participation	=	15 possible points
	Total Possible Points	=	100

Note #1: To receive a passing final grade, students must have satisfactorily completed all written assignments and fulfilled the commitments of the course contract.

Note #2: An essential condition of academic study in college is personal integrity. This requires honesty in all academic work. Students who cheat, plagiarize, or take improper advantage of the work of others will be failed for the course.

A. LEARNING SHEETS 5 Learning Sheets x 10 possible points each = 50 possible points

You will complete 5 Learning Sheets. Each will help you explore how one of the success strategies can assist you to achieve your goals. Learning Sheets also give you an opportunity to practice following directions and pursuing excellence in the preparation of your college assignments. Each Learning Sheet must include five quotations (with author identified) from quotation sheets handed out in class.

To prepare a learning sheet, carefully follow the directions on the attached handout: *How to Prepare a Learning Sheet.*

The attached course outline describes topics and due dates for Learning Sheets. You may redo any Learning Sheet within 7 days for a higher grade. Learning Sheets will be penalized 10% of grade for each class it is late.

BE SMART...DO YOUR HOMEWORK EARLY.

B. ESSAYS 2 essays x 10 possible points each = 20 possible points

You will write two essays. These essays will help you to explore further how various success strategies can assist you to achieve your goals. These essays also give you an opportunity to practice following directions and pursuing excellence in the preparation of your college assignments.

To prepare an essay, carefully follow the directions on the attached handout: *How to Prepare a HD 103 Essay.*

The attached course outline describes topics and due dates for essays. You may redo the first essay within 7 days for a higher grade. Essays will be penalized 10% of grade for each class it is late. You may not redo your final essay.

BE SMART...DO YOUR HOMEWORK EARLY.

C. CLASS QUIZZES/PROJECTS 15 possible points

In order to encourage and evaluate your learning of the success strategies, especially the study skills techniques presented in our book *Becoming a Master Student*, your small-group instructor will give a number of class quizzes and/or assign class projects during the semester. The total points possible from these quizzes/projects is 15. Projects require a written as well as oral report.

BE SMART...PREPARE FOR QUIZZES/PROJECTS EARLY.

D. CLASS PARTICIPATION 15 possible points

To encourage and reward you for being an active learner, instructors will award points for active participation in class. Active participation necessitates regular class attendance. Active participation means adding your positive energy to the group; it means actively pursuing both the learning and the application of success strategies. Active participation includes such behaviors as asking and answering relevant questions, participating in discussions about reading assignments and/or student issues, and supporting fellow classmates in the pursuit of their success by listening when a classmate (or your instructor) is speaking. In addition, 6 points (for the 5th class absence) and 8 points (for the 6th class absence) will be deducted from your final earned participation grade. The total points possible from class participation is 15.

BE SMART...PARTICIPATE!!!

COURSE OUTLINE: TOPICS and ASSIGNMENTS

Note: Assignments are listed here on the day they are due. They must be completed before coming to the class. ***Be smart. Do your homework early.***

WEEK 1: INTRODUCTION TO COURSE & ACCEPTING PERSONAL RESPONSIBILITY

LECTURE:
CLASS 1: READ Class Handout (yes, this thing in your hands)
BUY book *On Becoming a Master Student*, 3-ring binder and 100 sheets of notebook paper
SIGN and TURN IN one copy of *Course Contract* (copies at end of this handout)
CLASS 2: READ *Master Student*: pp 1-39 (Intro + First Step)
COMPLETE "Discovery Wheel" pp 22-27

****

WEEK 2: ACCEPTING PERSONAL RESPONSIBILITY & IMPROVING READING

LECTURE: READ *Master Student* pp 140-142 (I create it all)
CLASS 1: READ *How to Prepare a Learning Sheet* (in handout)
CLASS 2: READ *Master Student*: pp 96-118 (Reading)

****

WEEK 3: CHOOSING LONG-RANGE GOALS & TAKING EFFECTIVE NOTES

LECTURE:
CLASS 1: READ *Master Student* pp 122-135 (Notes)
CLASS 2: READ attached handout: *How to Prepare a Learning Sheet*
TURN IN completed Learning Sheet #1:
Topic: ACCEPTING PERSONAL RESPONSIBILITY

WEEK 4: CHOOSING SHORT-RANGE GOALS & TAKING EFFECTIVE NOTES

LECTURE:
CLASS 1:
CLASS 2: READ *Master Student* pp 136-144 (Notes)

****

WEEK 5: TAKING EFFECTIVE ACTIONS & MANAGING TIME

LECTURE:
CLASS 1: READ *Master Student*, pp 40-51 (time)
CLASS 2: READ *Master Student*, pp 52-57
REREAD: *How to Prepare a Learning Sheet*
TURN IN completed Learning Sheet #2:
Topic: CHOOSING GOALS

****

WEEK 6: TAKING EFFECTIVE ACTIONS & MANAGING TIME

LECTURE:
CLASS 1: Before coming to class, meet with one of your instructors (other than your HD 103 instructor). Tell your instructor what your goal is in that course; ask your instructor what you can do to maximize your chances of achieving your goal in the course. Ask what behaviors and attitudes he/she expects from a Master Student. Be prepared to share your experience and learnings with your HD 103 classmates.
CLASS 2: READ *Master Student* pp 58-70 (Time)

****

WEEK 7: BUILDING SUPPORT NETWORKS & LEAN ON ME

LECTURE: Before this date, rent and view movie: *Stand and Deliver* (In the spirit of networking and fun, why not get a group together to watch and discuss the film?)
CLASS 1:
CLASS 2: REREAD: *How to Prepare a Learning Sheet*
TURN IN completed Learning Sheet #3:
Topic: TAKING EFFECTIVE ACTIONS

****

WEEK 8: BUILDING SUPPORT NETWORKS & INCREASING TEST SCORES

LECTURE: READ *Master Student* pp 292-295 (Resources)
CLASS 1:
CLASS 2: READ *Master Student* pp 148-160 (Tests)
Create a 10-question test for this class, including at least four different types of questions (as explained on pages 154-155)

****

WEEK 9: MAXIMIZING LEARNING & INCREASING TEST SCORES

LECTURE: READ *Master Student* pp 110-111 (Notice Your Pictures and Let Them Go)
CLASS 1: READ *Master Student* pp 161-172 (Tests)
CLASS 2: READ: *How to Prepare a HD 103 Essay* (attached)
TURN IN a 300- WORD ESSAY describing how any character in the film *Stand and Deliver* used (or could have used) one of the following success strategies: ACCEPTING PERSONAL RESPONSIBILITY, CHOOSING GOALS, TAKING EFFECTIVE ACTIONS, BUILDING SUPPORT NETWORKS, MAXIMIZING LEARNING. Explain how you are like or unlike this character and what you learned by seeing how the character handled his/her challenges.

****

WEEK 10: MAXIMIZING LEARNING & IMPROVING YOUR MEMORY

LECTURE:
CLASS 1:
CLASS 2: READ *Master Student* pp 74-84 (memory)

****

WEEK 11: CREATING A POSITIVE EXPERIENCE OF LIFE & IMPROVING YOUR MEMORY

LECTURE:
CLASS 1: READ *Master Student* pp 85-92 (memory)
CLASS 2: REREAD: *How to Prepare a Learning Sheet*
TURN IN completed Learning Sheet #4:
Topic (Choose only one of the following two topics):
BUILDING SUPPORT NETWORKS or MAXIMIZING LEARNING

WEEK 12: CREATING A POSITIVE EXPERIENCE OF LIFE & IMPROVING YOUR COMMUNICATION

LECTURE:
CLASS 1:
CLASS 2: Read *Master Student* pp 202-213 (relationships)

****

WEEK 13: BELIEVING IN YOURSELF & IMPROVING YOUR COMMUNICATION

LECTURE:
CLASS 1: Read *Master Student* pp 214-228 (relationships)
CLASS 2: REREAD: *How to Prepare a Learning Sheet*
TURN IN completed Learning Sheet #5:
Topic (Choose one of the following three topics. DO NOT choose the one you have already written about):
BUILDING SUPPORT NETWORKS
MAXIMIZING LEARNING
CREATING A POSITIVE EXPERIENCE OF LIFE

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WEEK 14: BELIEVING IN YOURSELF

LECTURE:
CLASS 1:
CLASS 2: Read *Master Student* pp 310-327 (What next?)

****

WEEK 15: PLANNING NEXT STEPS & SETTING LONG-RANGE GOALS

LECTURE:

CLASS 1: TURN IN an ESSAY in which you discuss...

A) The MAJOR WINS you have created in your life this semester.

B) The SUCCESS STRATEGIES that you have found to be the most useful in your life...be sure to give specific examples of how you have used the strategies and how they have assisted you to be successful.

C) The MAJOR GOALS you presently have for your future.

BE CREATIVE and HAVE FUN!!! Let this essay demonstrate your COMMITMENT TO EXCELLENCE in your life.

The length of the essay is your choice.

CLASS 2:

HOW TO PREPARE A LEARNING SHEET

Follow the format illustrated below. Put your name in the upper right hand corner of each page past page one. Staple all pages. Copy each of the five underlined statements from the form below. Underline the statement on your paper. Then write your response to each statement.

Write on one side of the paper only. Skip a line after each statement and write on every line within answers; skip a line between each of the 5 topics. **Typing is required.**

Strive for EXCELLENCE in the preparation and appearance of your Learning Sheets. Remember, in the preparation of this assignment you are choosing to move either toward or away from your success. **Yes, success is your choice.** That's why you owe it to yourself to choose your very best effort!!!

To support you in your pursuit of success, instructors will return Learning Sheets that...

--do not follow directions
--have a sloppy appearance
--are filled with distracting errors
--demonstrate less than your best work

Returned Learning Sheets will need to be redone within one week.

LEARNING SHEET #___

NAME: _____
DATE DUE: _____TODAY'S DATE_____
SUCCESS STRATEGY:_____

1. Explain WHAT the success strategy is. Define it. (This means that someone who has never heard of this success strategy will understand it after reading your definition.)

2. Explain WHY this success strategy will help you to achieve a goal. (This means you will tell why this success strategy will CAUSE you to achieve your goal.)

3. Explain HOW you can apply this success strategy. Discuss what you will actually do. (This means you will explain the specific methods, techniques or steps involved in your putting this strategy into action so that someone who wants to use this success strategy will know what to DO. These methods were presented in the large-group session.)

4. Tell about a specific past experience in which you did or did not use this strategy. How did the experience turn out?

5. Tell about a specific goal that you have set for this semester. Explain how you are using this success strategy to achieve your goal.

In your answers, use at least 5 quotations from quotation sheets handed out in class.

SAMPLE LEARNING SHEET:

LEARNING SHEET #3

NAME: Dorothy Smith
DATE DUE: Sept. 30, 1993 TODAY'S DATE: Sept. 30, 1993
SUCCESS STRATEGY: Believing in Myself

1. Explain WHAT the success strategy is. Define it.

As Francois Rabelais said, "So much is a man worth as he esteems himself." Like everyone, I carry messages in my head that tell me how I should feel about myself. These beliefs were originally given to me by my parents' messages to me ("you're great or you're terrible"). As I grew up, I strengthened or weakened these beliefs by what I did (my behavior) and what I told myself about what I did (my self-talk). If I was lucky, my parents told me that I am wonderful and I reinforced that program with my own successful behavior and positive self-talk. If I did, then I will BELIEVE IN MYSELF. Fortunately, it is never too late to reprogram my internal messages to BELIEVE IN MYSELF.

2. Explain WHY this success strategy will help you to achieve a goal.

If I believe in myself and love myself, then I will set goals that are meaningful to me. I will have the confidence to take the actions necessary to pursue and achieve my goals. I will also feel confident about seeking assistance from others in achieving my goals. If I distrust and dislike myself, then I may never pick a goal that excites me. Also, I will be unlikely to overcome barriers that get in my way. If I believe in myself, I will set my own goals, pursue them actively, seek appropriate assistance and achieve my goals. According to Nathaniel Brandon, "A bad self-concept is a self-fulfilling prophesy: it leads to bad behavior."

3. Explain HOW you can apply this success strategy. Discuss what you will actually do.

Shad Helmstetter has said, "To choose success you have to believe you deserve it." I believe I deserve success and, in class, we have learned a number of techniques to strengthen our belief in ourselves. The methods I like the most are personal affirmations and keeping commitments to myself. An affirmation is a statement that expresses a positive quality as if I already have it. For example, my affirmation is, "I am an intelligent, creative student who does all of her assignments with excellence." By saying this affirmation daily, I am learning to believe that I do have these qualities of a successful student.

4. Tell about a specific past experience in which you did or did not use this strategy. How did the experience turn out?

Until recently, I haven't believed in myself. I have always wondered if I am college material. For example, last year I got a few failing quiz grades, and I started to tell myself, "I'm never

going to be able to handle college work." I did not have a personal affirmation back then to revise my negative self-image. I had made a commitment to myself to stay in school, but when I got a few bad grades, I dropped out. When I broke this commitment to myself, I lowered self-esteem even further. I agree with John Bradshaw who said, "A healthy sense of self-worth is essential for good learning."

5. Tell about a specific goal that you have set for this semester. Explain how you are using this success strategy to achieve your goal.

One goal that I have this semester is to get an "A" in the Becoming a Master Student course. I have created a personal affirmation that I say many times each day. My affirmation is, "I am an intelligent, creative student who does all of her assignments with excellence." I especially say this to myself right before I am going to do an assignment so that I am inspired to do my very best work. Also, I am much more aware of keeping my commitments to myself. I promised myself that I would attend every class on time, and so far I have kept that commitment to myself even though a couple of times it was very difficult for me. By using my personal affirmation and keeping my commitments to myself, I believe in myself more than I ever have. Zig Ziglar says, "We will consistently act according to the way we see ourselves," and now I know that I can achieve my goal of an "A" in the Becoming a Master Student course. I will be a success in college.

HOW TO PREPARE A HD 103 ESSAY

The topics for each of the two essays are found in the weekly assignments calendar. Carefully follow the directions for each essay.

Strive for EXCELLENCE in the preparation and appearance of your essays. Remember, in the preparation of this assignment you are choosing to move either toward or away from your success. Yes, success is your choice. That's why you owe it to yourself to choose your very best effort!!!

Write on each line within a paragraph; skip a line between paragraphs. Typing is required.

To support you in your pursuit of success, instructors will return essays that...

--do not follow directions
--have a sloppy appearance
--are filled with distracting errors
--demonstrate less than your best work.

Returned essays will need to be redone within one week.

ESSAY FORM:

Your essay should be well organized with...

INTRODUCTORY PARAGRAPH in which you state the PURPOSE (or main point) of your essay.

BODY PARAGRAPH for SUPPORTING POINT #1.
Be sure each body paragraph contains EXPLANATION, EXAMPLES, EXPERIENCE and/or EVIDENCE

BODY PARAGRAPH for SUPPORTING POINT #2.
Be sure each body paragraph contains EXPLANATION, EXAMPLES, EXPERIENCE and/or EVIDENCE

BODY PARAGRAPH for SUPPORTING POINT #3.
Be sure each body paragraph contains EXPLANATION, EXAMPLES, EXPERIENCE and/or EVIDENCE

CONCLUDING PARAGRAPH to WRAP UP your essay.

We strongly suggest that you create an outline as a blueprint for your essay. See the following sample outline for guidance.

SAMPLE ESSAY OUTLINE

Title: Success Strategies in the Film "A Field of Dreams"

Introduction: "A Field of Dreams" shows what great things we can achieve if we choose goals we believe in and if we take all the actions required.

Body Paragraph 1: Ray, the main character, chose a very concrete goal for himself.

Explanation: Ray set a goal to build a baseball field in his corn field.

Body Paragraph 2: Ray didn't just think about his goal. He took action to make it a reality.

Example: Ray cut down his corn, he planted the grass for the baseball field, he set up the lights and the stands. And he took these steps despite the criticism of his neighbors.

Body Paragraph 3: In many ways, I identify with Ray.

Experience: I, too have a goal that is important to me. I want to achieve a college degree. And, like Ray, I am willing to do all the actions necessary to achieve my goal.

Conclusion: Because Ray set a clear goal and took the necessary action steps to reach it, he was able to build his field of dreams. I am doing everything I can think of to ride the cycle of success to my dreams of a college degree.

(You do not need to turn in your outline.)

SAMPLE ESSAY

Name: Dorothy Smith
Date Due: April 19, 1993 Today's date: April 19, 1993
Title: Success Strategies in the Film *A Field of Dreams*

One of the best films I have seen in years is *A Field of Dreams*. While watching it, I learned so much about the success strategies that we are learning about in the Becoming a Master Student course. *A Field of Dreams* shows what great things we can achieve if we first choose a goal that we believe in and then take all the actions necessary to reach it.

The first success strategy I noticed in *A Field of Dreams* is choosing goals. An inspiration came to Ray, who was a midwest farmer. A voice told him to build a baseball field in his corn field. I imagine that this voice was really the part of Ray that knew what he really wanted in his life, the part that knew his real dreams in life. Ray listened to his inner voice and decided to commit himself to this unusual goal. Because the goal was so specific and measurable, there was no doubt when Ray did accomplish his goal.

Ray didn't just think about his goal or wait for someone else to take action on his goal. He took action to make it a reality. For example, Ray plowed his corn under, he planted grass for the field, he set up lights and he built stands. He also drove across the country looking for a man he thought could help him understand and achieve his dream. He took these actions despite the criticism of his neighbors who thought he was crazy. I was impressed by the way Ray did all he could think of to make his dream come true. He climbed over every barrier that got in his way.

In many ways, I am like Ray. I, too, have an inner voice. My inner voice is telling me, "Get a college degree." I am here at HACC because I believe in myself and my inner voice. I am taking every action I can to achieve my dream. For example, I signed up for the Becoming a Master Student course because I have been out of school for a long time, and I know that there are many strategies of success that I can learn. Another action I have taken to assure reaching my goal of a college degree is that I have attended every one of my classes on time. Also, I have done all of my assignments to the best of my ability. I am committed to riding my cycle of success and achieving my dream.

I enjoyed *A Field of Dreams* and I learned a lot about success from it. This film shows us all how to reach our goals. Because Ray set a clear goal and consistently took the necessary action steps to reach it, he was able to build his field of dreams. I am doing everything I can think of to achieve my goal of a college degree.

CHOICE FORM

If you are absent, late to class or turn in a late assignment, you must complete a CHOICE FORM and hand it in to your small-group instructor at your next attendance. Without this completed form, you will not be counted present.

The purpose of the CHOICE FORM is to offer you an opportunity to examine whether or not the choice you made supported the achievement of your goals.

Life constantly presents us with choices. Some choices move us towards our goals. Other choices move us away from our goals. *Only you can decide if the choice you made was a good one or a bad one.*

Unless you examine your choices you are likely to repeat the same mistake over and over.

Please write Choice Form centered on top of the page. Print or type your name as illustrated. Underline the statement exactly as it appears below. Then write your response.

* * * * *

CHOICE FORM

NAME _____

1. Explain briefly what commitment you broke and the date.

   SAMPLE ANSWER: I was absent from class on Sept. 23rd.

2. Explain what you made more important than your commitment.

   SAMPLE ANSWER: What I made more important than coming to class was staying in bed and getting more sleep.

*Note: This question is not asking for an excuse or even a reason. It is simply asking **WHAT YOU DID INSTEAD** of keeping your commitment.*

3. List some different choices that you could have made to keep your commitment to yourself? This does not mean that you should have made these other choices, just that you could have.

SAMPLE ANSWER: I could have chosen to have my brother wake me up and I could have come to class sleepy. I could have come straight to school from work instead of lying down for a nap. I could have asked my supervisor to switch my schedule at work so I didn't have to work so late that night. I could have taken a nap before I went to work so I wouldn't have been so tired after work.

HD 103 CONTRACT FOR SUCCESS

TEACHER'S COMMITMENT:

I want you to be a winner in college and in life. Consequently, I promise to do the following to assist you:

1. **I will attend every one of our HD 103 classes from beginning to end.**
2. **I will do my very best work in evaluating all of your assignments and will return them within 10 days of being handed in.**
3. **I will respect and support your thoughts, feelings and dreams.**
4. **I will be available both in and out of class to support you to understand and adopt attitudes and behaviors that will lead to your success.**

FACULTY SIGNATURE _____

FACULTY OFFICE # _____

FACULTY OFFICE HOURS _____

FACULTY PHONE # _____

STUDENT'S COMMITMENT:

I want to be a success in college and in life. Consequently, I promise to do the following:

1. **I will attend every one of my HD 103 classes from beginning to end.**

   A. *CHOICE FORM*: If I am absent or late to a class, I must fill out a CHOICE FORM PRIOR TO COMING TO CLASS and give it to my small-group teacher at the next class as my entrance ticket. I will not be counted present without a completed CHOICE FORM presented at the beginning of class. In large group it must be placed next to sign-in sheet for your small group instructor.

   B. *MORE THAN 6 ABSENCES*: If I miss more than 6 hours of class--for whatever reason--I understand that I will be dropped from the course and encouraged to re-enroll when I am able to attend regularly. Note: Absences from the 5th and 6th classes will be penalized 6 and 8 points respectively.

   C. *LATENESS OR EARLY DEPARTURE*: I understand that lateness to class or leaving class early counts as 1/2 of an absence.

2. **I will do my very best work in preparing all of my assignments and will hand them in on time.**

   A. *REVISING ASSIGNMENTS*: I understand that I may revise and resubmit any assignment including ones returned because they are unsatisfactorily prepared, within 7 calendar days for a higher grade. (The final essay and project report may not be revised.) However, points lost for lateness may not be regained.

   B. *LATE ASSIGNMENTS*: I understand that the grade for an assignment will be reduced by 10% for every class in which it is not turned in. I must submit a CHOICE FORM with my late assignment.

3. **I will respect and support the thoughts, feelings and dreams of my classmates and teachers by being attentive and listening to them when they speak.**

I understand that I may choose to appeal my teacher's decisions on these course rules. Appeals will be made in writing to the Coordinator of Becoming a Master Student Program, Pauline Signor, and must include all CHOICE FORMS.

STUDENT SIGNATURE _____

Master Student – Fall, 1993

Appendix B
Demographics

Gender			
	Frequency	Percent	Cumulative Percent
Male	68	59.1%	59.1%
Female	47	40.9%	100.0%
Totals	**115**	**100.0%**	

Ethnic/Race			
	Frequency	Percent	Cumulative Percent
African American	20	17.4%	17.4%
Hispanic	1	.9%	18.3%
American Indian	1	.9%	19.2%
Asian	4	3.5%	22.7%
White	89	77.3%	100.0%
Totals	**115**	**100.0%**	

Age			
	Frequency	Percent	Cumulative Percent
Less Than 20 Years	58	50.4%	50.4%
20–22 Years	27	23.5%	73.9%
23–25 Years	8	7.0%	80.9%
26–29 Years	5	4.3%	85.2%
30–39 Years	13	11.3%	96.5%
Greater/Equal 40 Years	4	3.5%	100.0%
Totals	**115**	**100.0%**	
Mean Age = 22.4 Years Range 18–50 Years			

Appendix B
Demographics

Day/Evening Enrollment			
	Frequency	Percent	Cumulative Percent
Day Student (8:00 a.m.–5:00 p.m.)	102	88.7%	88.7%
Evening Students	13	11.3%	100.0%
Totals	**115**	**100.0%**	

Academic Major (By Division)			
	Frequency	Percent	Cumulative Percent
Diploma Programs	1	.9%	.9%
Business	21	18.3%	19.2%
Communication & Arts	7	6.1%	25.3%
SNAHPE	21	18.3%	43.6%
MET	2	1.7%	45.3%
SSPSBE	36	31.2%	76.5%
General Studies	27	23.5%	100.0%
Totals	**115**	**100.0%**	

Transfer Credits			
	Frequency	Percent	Cumulative Percent
1–6 Credits	6	5.1%	5.1%
Greater Than 6 Credits	3	2.7%	7.8%
No Transfer Credits	106	92.2%	100.0%
Totals	**115**	**100.0%**	

Appendix C
Outcomes

Cumulative GPA			
	Frequency	Percent	Cumulative Percent
Less Than 2.00	44	38.2%	38.2%
2.00–2.49	21	18.3%	56.5%
2.50–2.99	26	22.6%	79.1%
3.00–3.49	7	6.1%	85.2%
Greater/Equal 3.50	11	9.6%	94.8%
No Grades/Withdrew	6	5.2%	100.0%
Totals	**115**	**100.0%**	
Mean GPA = 2.21			

GPA – Prior To Master Course			
	Frequency	Percent	Cumulative Percent
Less Than 2.00	9	7.8%	7.8%
2.00–2.49	12	10.4%	18.2%
2.50–2.99	4	3.5%	21.7%
3.00–3.49	7	6.1%	27.8%
Greater/Equal 3.50	3	2.6%	30.4%
Did Not Register/Withdrew	80	69.6%	100.0%
Totals	**115**	**100.0%**	
Mean GPA = 2.32			

Appendix C
Outcomes

GPA – Master Course Semester			
	Frequency	Percent	Cumulative Percent
Less Than 2.00	23	20.0%	20.0%
2.00–2.49	16	13.9%	33.9%
2.50–2.99	24	20.8%	54.7%
3.00–3.49	27	23.5%	78.2%
Greater/Equal 3.50	18	15.7%	93.9%
No Grades/Withdrew	7	6.1%	100.0%
Totals	**115**	**100.0%**	
Mean GPA = 2.56			

GPA – After Master Course			
	Frequency	Percent	Cumulative Percent
Less Than 2.00	35	30.4%	30.4%
2.00–2.49	21	18.3%	48.7%
2.50–2.99	10	8.7%	57.4%
3.00–3.49	7	6.1%	63.5%
Greater/Equal 3.50	9	7.8%	71.3%
Did Not Register/Withdrew	33	28.7%	100.0%
Totals	**115**	**100.0%**	
Mean GPA = 2.05			

Appendix C
Outcomes

Master Course Grade			
	Frequency	Percent	Cumulative Percent
A Grade	57	49.6%	49.6%
B Grade	19	16.5%	66.1%
C Grade	21	18.3%	84.4%
D Grade	2	1.7%	86.1%
F Grade	3	2.6%	88.7%
W Grade	13	11.3%	100.0%
Totals	**115**	**100.0%**	

Total Number of Semesters Enrolled			
	Frequency	Percent	Cumulative Percent
Less/Equal 2 Semesters	65	56.5%	56.5%
3–4 Semesters	32	27.9%	84.4%
5–6 Semesters	6	5.2%	89.6%
Greater/Equal 7 Semesters	12	10.4%	100.0%
Totals	**115**	**100.0%**	
Mean Number of Semesters Enrolled = 3.03			

Semesters Enrolled Prior To Master Course			
	Frequency	Percent	Cumulative Percent
Less/Equal 2 Semesters	26	22.7%	22.7%
3–4 Semesters	7	6.0%	28.7%
5–6 Semesters	10	8.6%	37.3%
Did Not Enroll	72	62.7%	100.0%
Totals	**115**	**100.0%**	
Mean Number of Semesters Enrolled Prior To Master Course (Non–Enrollees Excluded) = 2.80			

Appendix C
Outcomes

Semesters Enrolled After Master Course			
	Frequency	Percent	Cumulative Percent
One Semester	70	60.8%	60.8%
Two Semesters	21	18.3%	79.1%
Did Not Enroll	24	20.9%	100.0%
Totals	**115**	**100.0%**	

Total Credits Carried			
	Frequency	Percent	Cumulative Percent
Less/Equal 15 Credits	33	28.7%	28.7%
16–30 Credits	56	48.7%	77.4%
31–45 Credits	11	9.6%	87.0%
Greater Than 45 Credits	15	13.0%	100.0%
Totals	**115**	**100.0%**	
Mean Credits Carried = 24.4			

Total Credits Earned			
	Frequency	Percent	Cumulative Percent
Less/Equal 15 Credits	49	42.6%	42.6%
16–30 Credits	43	37.4%	80.0%
31–45 Credits	10	8.7%	88.7%
Greater Than 45 Credits	13	11.3%	100.0%
Totals	**115**	**100.0%**	
Mean Credits Earned = 2.21			

Appendix C
Outcomes

Credits Earned Prior To Master Course			
	Frequency	Percent	Cumulative Percent
1–15 Credits	20	17.4%	17.4%
16–30 Credits	8	7.0%	24.4%
31–45 Credits	7	6.1%	30.5%
Greater Than 45 Credits	2	1.7%	32.2%
Did Not Enroll/Withdrew	78	67.8%	100.0%
Totals	**115**	**100.0%**	
Mean Credits Earned Prior To Master Course (Non–Enrollees Excluded) = 18.8			

Credits Enrolled Master Course Semester			
	Frequency	Percent	Cumulative Percent
Less/Equal 6 Credits	42	36.5%	36.5%
7–11 Credits	33	28.7%	65.2%
Greater/Equal 12 Credits	40	34.8%	100.0%
Totals	**115**	**100.0%**	

Credits Earned After Master Course			
	Frequency	Percent	Cumulative Percent
1–6 Credits	23	20.0%	20.0%
7–11 Credits	27	23.5%	43.5%
Greater/Equal 12 Credits	30	26.1%	69.6%
Did Not Enroll/Withdrew	35	30.4%	100.0%
Totals	**115**	**100.0%**	
Mean Credits Earned After Master Course (Non–Enrollees Excluded) = 10.0			